

**Council on Postsecondary Education
Committee on Equal Opportunities
March 25, 2013**

**Summary Report:
Evaluation of the Institutional Diversity Plan Assessments**

Background

The Council on Postsecondary Education worked collaboratively with Kentucky's public postsecondary institutions, as well as numerous higher education stakeholders across the Commonwealth, to develop the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development.

Institutional diversity plans were developed in response to the diversity policy with the expectation that they would comply with the requirements of both the Postsecondary Education Diversity Policy and the Kentucky Administrative Regulation. The statewide policy and the KAR directed institutions to develop campus-based diversity plans that included specific strategies that promote diversity, measurable goals that describe diversity and equal opportunity for students, faculty, administrators, and staff and strategies that address the campus environment. The plans focus on four areas:

1. Student Body Diversity that reflects the diversity of the Commonwealth or the institution's service area (both undergraduate and graduate).
2. Student Success (retention, graduation rate, degrees, and credentials).
3. Workforce Diversity (faculty, staff, and executive/administrative/managerial).
4. Campus Climate (environment, strategies, employment retention, and promotion).

The institutional plans provide a general roadmap of the types of activities that the institutions will work on collaboratively with the Committee on Equal Opportunities and other key stakeholders over the next four years to make progress on the policy objectives of the Statewide Diversity Policy and the Postsecondary Education 2011-15 Strategic Agenda, *Stronger by Degrees*.

The policy requires each public postsecondary institution to develop annual diversity plan assessment reports that acknowledge the advances made and areas that require attention. Council staff received the first self-assessment reports in late fall/early spring. Reports were submitted by each of the public universities. The assessment report for the Kentucky Community and Technical College System had not been reviewed and finalized by KCTCS administrators at the time of the CEO agenda book development. The KCTCS assessment report will be presented at the May 20, 2013, CEO meeting.

Assessment reports highlight the institutions' success in implementing specific strategies that promote diversity and measurable goals that reflect institutional demographics in comparison to the population. Council staff assembled a Diversity Plan Assessment Review Team to evaluate the institutional reports. The review team consists of four individuals representing academic affairs, information and research, college readiness, and student success. The review team utilized several documents (Diversity Plan Assessment Checklist, Diversity Plan Assessment Reporting Guidelines, and Outline for Campus Environment Team/Campus Climate Reporting) that were created for the Equal Education Opportunity representatives to assist in the development of the reports. The review team evaluated the progress reported by the institutions and areas identified as requiring improvement and discussed the data presented in terms of the institutions' ability to achieve their 2015 goals. The majority of the institutions addressed the areas highlighted in their plans and most identified areas that will require additional attention to meet their goals. When the assessment reports failed to address progress toward their goals or omitted information, the review team recommended that the institutions provide additional information to address concerns that were raised. Several institutions were contacted by Council staff to revise their assessment report. All but two institutions forwarded revisions to Council staff.

Attached are summaries of the institutions' first self-assessment reports, including their executive summaries. A PowerPoint presentation will be made at the March 25, 2013, CEO meeting that displays institutional progress and areas that may require attention to meet the 2015 goals.

Eastern Kentucky University Diversity Plan Assessment

Executive Summary: The Executive Summary did not discuss strategies used to achieve the goals/objectives in the ECU Diversity Plan and omitted information on progress made in the four areas outlined in the statewide diversity policy. The assessment report relied heavily on summary charts, and did not include a discussion of targets/goals for the ethnic/racial groups identified in the plan and did not discuss whether the institution is moving toward their 2015 goals. Based upon ECU's area of geographical responsibility, four ethnic/racial groups were used in discussions of student body diversity: African American/Black, Hispanic/Latino, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander. The diversity assessment report included the same groups in discussions of workforce diversity. Asians were also included in the discussion of students and the workforce. The report indicated that ECU has a special focus on international, transfer, two or more races, and Asian students. The ECU Executive Summary is attached for review.

Student Body Diversity: The enrollment chart indicated that overall, ECU had a decrease in undergraduate student enrollment in 2010 in comparison to 2011, from 1,158 to 1,103. Three ethnic groups declined in enrollment (African American/Black, Hispanic/Latino, and American Indian/Alaskan Native). One group increased (Hawaiian/Pacific Islander).

Overall, graduate student enrollment also decreased in 2011 in comparison to 2010, from 159 to 151. Three ethnic groups decreased in enrollment (African American/Black, American Indian/Alaskan Native, and Hispanic/Latino). One group remained the same (Hawaiian/Pacific Islander), with zero students enrolled in both 2010 and 2011.

The ECU assessment identified five (5) best practices that promote a diverse enrollment:

- Diversity Recruitment Specialist in the Admission Office
- Dr. Rodney Gross Scholarship for African American Kentucky Resident Students
- ECU Minority Graduate Assistantships
- ECU African American Fellowships

The report listed the following measures in their diversity plan: First year enrollment, transfer, undergraduate, graduate, and international; however, specific strategies were not provided that indicate whether objectives were met.

Additionally, ECU displayed numerous enrollment summary charts, but did not include narrative that explained the institution's progress or areas for improvement leading toward the 2015 goal for the various ethnic/racial groups.

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded

The ECU assessment report identified the following best practices for student success:

- NOVA – A federally funded TRIO Student Support Services Project
- Student Outreach and Transition Office (SOTO)
- Cooperative education
- International Education
- McNair Scholars Program

Measures listed: University/college level retention data. Data for this KPI has not been assessed by the institution in previous years. Benchmark has now been established.

Retention: ECU reported an increase in student retention in three ethnic/racial groups in 2011 in comparison to 2010 (African American/Black, Hispanic/Latino, and American Indian/Alaskan Native) in both first to second year and second to third year retention. The retention rates of one group (Native Hawaiian/Pacific Islander) decreased during the same period. ECU did not offer a discussion to indicate whether the various ethnic/racial groups were on target to meet the 2015 goals.

Graduation Rate: The report highlighted the 2011–2015 six-year target goals for the 2006–2010 cohorts in a numerical summary chart. ECU appeared to have an overall graduation rate of 37.5 percent. No additional information was provided. A discussion was not included to indicate whether the various ethnic/racial groups were on target to meet the 2015 goals. The graduation rate for African American/Black was 26 percent, 36.4 percent for Native

Hawaiian Pacific Islander, 68.4 percent for American Indian/Alaskan Native, and 44 percent for Hispanic/Latino.

Degrees/Credentials Awarded: EKU reported an increase in the number of degrees and credentials awarded in 2010 compared to 2011, from 124 to 131, in a summary chart. Three groups increased in the number of associate/baccalaureate degrees awarded (African American/Black, American Indian/Alaskan Native, and Native Hawaiian Pacific Islander). African American/Black increased by 17, American Indian/Alaskan Native by 3, and Native Hawaiian Pacific Islander by 2. Hispanic/Latino decreased by 13 in the number of associate/baccalaureate degrees awarded in 2010 compared to 2011.

STEM-H Degrees: The EKU report did not include the number of STEM-H degrees awarded, nor did the report include initiatives/strategies to increase the number of minority students in the STEM-H areas.

Student Transfer from KCTCS: The EKU report did not include a discussion of student transfer from KCTCS to EKU.

Workforce Diversity: The EKU assessment report did not provide a narrative of the progress made for the various ethnic/racial groups to determine whether progress is being made toward the 2015 goal.

The report identified the following best practices for workforce diversity:

- EKU Diversity Faculty Recruitment and Retention Incentive Plan and Funding
- T.R.A.V.E.L.- Travel for Retention through Academic Values and Educational Leadership
- College of Arts and Sciences, Junior Faculty Mentoring Program

A summary chart was provided that displayed the number of groups employed in each of the three categories. Each category included action plans and a list of measures. The EKU measures reported for executive/administrative/managerial employees include: Number of media products created, number of hits on EKU website, number of planning units with a recruitment plan on file with the Office of the Associate Provost for Diversity Planning, number of reporting units with a recruitment plan on file with the Planning Unit. No discussion of targets/goals located in assessment report for the three categories in workforce diversity to determine whether progress is being made toward the 2015 goal.

Executive, Administrative, Managerial: The EKU summary chart for this category included the same number of employees from 2010 to 2011. The numbers did not change for the four groups: African American/Black, American Indian/Alaskan Native, Hispanic/Latino, and Native Hawaiian Pacific Islander. A total of 14 were employed in this category in both 2010, as well as 2011 (12 African American/Black, and 2 Hispanic/Latino). No follow-up provided that discussed whether the individual groups were on track to meet the 2015 goal.

Faculty: The EKU summary chart noted a decrease in three groups from 2010 to 2011: Hispanic/Latino, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander. The

number of African American/Blacks in this category remained the same from 2010 to 2011 (32). ECU noted an overall decrease of seven individuals in this category, from 48 to 41. No follow-up information provided that discussed whether the individual groups were on track to meet the 2015 goal.

Professional Staff: The ECU summary chart indicated that employment increased in two ethnic/racial groups in this category: African American/Black and Hispanic/Latino; Two remained the same (American Indian/Alaskan Native and Native Hawaiian/Pacific Islander) from 2010 to 2011. ECU noted an overall increase of two individuals in this category, from 25 to 27. No follow-up provided that discussed whether the individual groups were on track to meet the 2015 goal.

Measures Listed: The number of diverse candidates for executive/administrative/ managerial positions will increase; the number of diverse hires in executive/administrative/managerial positions will increase; and the number of members of the search committees who have completed diversity awareness training. Diverse faculty will be retained at the same rate as all other faculty. Diverse other professional staff will be retained at the same rate as all other professional staff. Diverse executive/administrative/managerial staff will be retained at the same rate as all other executive/administrative/managerial staff.

Tenure: No discussion of tenure was presented.

ECU Board of Regents: The makeup of the Board was not identified.

Campus Environment Team/Campus Climate: The CET report was included in the ECU assessment. The list of members was included in the report, along with the goals/objectives and charge of the group. Meetings are publicized on the web. ECU administered a campus climate survey, and the results are located on ECU website. The assessment report highlighted accomplishments and recommendations made in 2011-12. And finally, the ECU assessment included a discussion of the methodology used to determine the effectiveness of the CET.

Kentucky State University Diversity Plan Assessment

Executive Summary: The KSU Executive Summary highlights the racial groups included in their institutional diversity plan, discusses progress made, and areas that require improvement to meet the 2015 goals. The assessment report includes a discussion of targets/goals for the student body and the workforce. Based upon KSU's area of geographical responsibility, four ethnic/racial groups were used in discussions of student body diversity: African American/Black, Hispanic/Latino, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander. The diversity assessment report included the same groups in discussions of workforce diversity. Asians were also included in the discussion of students and the workforce. KSU has a special focus on several groups outside of the four areas in their plan: African

American male, students from low socioeconomic backgrounds, and providing translation for Spanish-speaking prospective students. The KSU Executive Summary is attached for review.

Student Body Diversity: The assessment identifies 11 programs that serve as a pipeline for undergraduate recruitment. The pre-college initiatives have served more than 1,800 students. The focus of the programs includes a variety of disciplines: Agriculture, business, STEM, transportation systems, and veterinarian medicine/animal science, as well as other areas.

Additionally, KSU offers the following activities to recruit students:

- College Fairs
- Campus Open House
- HBCU Showcase
- Strategic High School Visits
- Special Event Recruiting
- Campus Tours
- Best of the Test/Each One Recruit One Program
- Graduate Incentive Program

The assessment report indicated that KSU had a decrease in the overall undergraduate student enrollment in 2010 in comparison to 2011, from 2,606 to 2,490. One ethnic group declined in enrollment (African American/Black), from 1,532 to 1,345. Three groups increased (Hispanic/Latino, American Indian/Alaskan Native, and Hawaiian/Pacific Islander).

Graduate student enrollment increased in 2011, in comparison to 2010, from 244 to 256. Two ethnic groups increased in enrollment (African American/Black- from 119 to 134, and Hawaiian/Pacific Islander- from 1 to 3). One group remained the same (Hispanic/Latino-3), and one group decreased (American Indian/Alaskan Native-1 to 0).

Student Success/Closing the Achievement Gap: The report highlighted 15 programs/services to increase student retention/graduation rates. The initiatives were created to offer services to every student in the KSU community, based upon their specific need. A few of the programs highlighted include:

- Academics with Attitude (AWA)
- Office of First Year Experience
- New Student Orientation
- Student One-Stop Shop
- Office of Academic Advising (OAA)
- Academic Center for Excellence (ACE)
- FRIENDS Program
- Student Support Services (SSS)

- Green 2 Gold Work Program
- Science, Technology, Engineering, Agriculture, Mathematics plus Health (STEAM+H) Initiatives
- KSU Retention and Graduation Elevation Initiative (KSURGE)

Retention: The assessment report indicated that KSU noted a decline in all major ethnic/racial groups in 2011 in comparison to 2010 (African American/Black, Hispanic/Latino, and White) in both first to second year and second to third year retention. Other groups were not included because of their small numbers. Students that began at KSU but transferred to other institutions in Kentucky were not included in the report.

Graduation Rate: The KSU report highlighted the 2004, 2005, and 2006 KSU cohorts and their 5-8 year graduation rates. Students that began at KSU but transferred to other institutions in Kentucky were not included. KSU noted that the trend was moderately negative until 2012 for one group, when the number dropped by more than seven percent (African American/Black). The figures fluctuated in the last three years for two groups (Hispanic/Latino and White), and the figure declined from 2010 to 2011. Other groups were not included because of their small numbers.

Degrees/Credentials Awarded: KSU reported that overall, in spite of the fluctuations in retention, the graduation rate continued at a fairly steady incline until this year (284 in 2010, and 282 in 2011). More African Americans graduated each year during the period of review. Hispanic/Latino fluctuated by one, and Whites experienced a slight decline. Other groups were not included because of their small numbers. KSU credited Project Graduate as having assisted more than 30 students to complete their degrees since 2009.

STEM-H: KSU did not collect/report this information. The collection is in progress.

Student Transfer from KCTCS: KSU reported an overall decrease in student transfers from 148 in 2010, to 115 in 2011. Hispanic/Latino increased from 3 to 4, American Indian/Alaskan Native from 0 to 2, African American/Blacks decreased from 48 to 39; Hawaiian/Pacific Islander was not represented in transfer data either year.

Workforce Diversity: The KSU assessment report indicated that structural changes were implemented during the past year, which resulted in the reorganization of several positions, including Vice President for Student Affairs—now Vice President of Student Success and Enrollment Management. KSU has participated in numerous events that attract large pools of diverse candidates; for example, the Southern Regional Education Board (SREB) Institute on Teaching and Mentoring. KSU has participated in the institute for the past four years, and has successfully recruited three faculty members among the graduating SREB scholars: one each in Nursing, Public Administration, and Education. KSU also posts vacancies in the following national publications: Chronicle of Higher Education and InsideHigherEd.Com, in addition to using social media outlets.

Executive, Administrative, Managerial: KSU noted an increase in African American/Blacks in this category, from 32 to 41, and a decrease in Whites from 2010 to 2011. Hispanic/Latinos were not represented in this category in 2010 or 2011. Overall, KSU noted an increase of five individuals in this category, from 47 to 52.

Faculty: KSU reported an overall increase of nine individuals in this category, from 124 in 2010 to 133 in 2011. African American/Blacks (from 37 to 42) and Whites (from 84 to 88) increased in this category, from 2010 to 2011, while the number of Hispanic/Latinos remained the same (3 in both 2010 and 2011).

Professional Staff: KSU reported an overall increase of two individuals in this category, from 131 to 133. African American/Blacks decreased in this category from 2010 to 2011 (from 83 to 82), while the number of Hispanic/Latinos and White increased.

Retention of KSU Workforce: The KSU assessment report indicated that there have been fluctuations in totals as a result of budget constraints at KSU. Where there have been voluntary separations and retirements, efforts were made to either replace the person or realign the position. Faculty and staff retention efforts include provisions of professional development funds for off-campus training and travel funds for participation in professional conferences and association meetings.

KSU Board of Regents: The Board consists of seven African Americans, three whites, and one individual classified as two or more races.

CET/Campus Climate: The CET report was included in the KSU assessment. The names of members were listed, goals/objectives were identified, and the charge of the group was highlighted. Meetings are publicized through the web, and several surveys were administered (NSSE, Student Satisfaction Survey, Class Survey). KSU administered a survey to graduating seniors that was very beneficial and listed very favorable responses when asked how effective the KSU education had been in enabling them to perform certain skills (85.7- 92.9 percent). They also responded favorably when asked to indicate their level of satisfaction regarding certain aspects of their education (93.3-90.6 percent). Finally, the responses varied in their satisfaction with specific services and programs: Financial aid services ranked the lowest (42.2 percent), while advising received the highest rank (79 percent). Overall, 94 percent of respondents indicated that they were very satisfied, or satisfied, with their education at KSU.

Morehead State University Diversity Plan Assessment

Executive Summary: The Executive Summary discusses strategies used to achieve the goals/objectives in the MoSU Diversity Plan and highlights the progress made in the four areas outlined in the statewide diversity policy. The assessment report includes a discussion of progress made for the ethnic/racial groups identified in the MoSU plan. Based upon MoSU's area of geographical responsibility, four ethnic/racial groups were presented in discussions of student body diversity: African American/Black, Hispanic/Latino, American Indian/Alaskan

Native, and Native Hawaiian/Pacific Islander. The diversity assessment report included the same groups in discussions of workforce diversity. MoSU includes a special focus on one group outside of the four areas in the plan: Two or more races. The MoSU Executive Summary is attached for your review.

Student Body Diversity: The MoSU assessment report noted that enrollment at both the undergraduate and graduate levels increased from 2010 to 2011. Undergraduate enrollment at MoSU increased by 49 African American/Black, 20 Hispanic/Latino, and four American Indian/Alaskan Natives. Enrollment remained unchanged for Native Hawaiian/Pacific Islander.

At the graduate level, enrollment decreased by one for American Indian/Alaskan Native and did not change for American Indian/Alaskan Native. Enrollment increased by 16 for African Americans and increased by 12 for Hispanics.

Student Success: The assessment report highlighted MoSU's progress made to close the achievement gap from 2010 to 2011 in the areas of retention, graduation rates, and degrees/credential awarded.

Retention: The assessment report indicated that MoSU noted a decline in one ethnic/racial group from 2010 to 2011 (Hispanic/Latino) in first to second year retention. The African American/Black, noted an increase during the same period, while retention rates of American Indian/Alaskan Native remained the same. In the second to third year retention rate, MoSU reported a decline in African American/Black and an increase in American Indian/Alaskan Native and Hispanics. Native Hawaiian/Pacific Islander remained unchanged (zero).

Graduation Rate: The MoSU report highlighted the 2002–2006 cohorts and the six- year graduation rates for those periods. MoSU noted that the trend was moderately positive. Two groups saw an increase (American Indian/Alaskan Native and Hispanics), while one group decreased (African American/Black), and one group (Native Hawaiian/Pacific Islander) remained unchanged (zero).

Degrees/Credentials Awarded: The number of degrees awarded increased for two groups (African American/Black and American Indian/Alaskan Native), and decreased for one (Hispanics) from 2010 to 2011. Information was not reported for one group (Native Hawaiian/Pacific Islander).

The STEM-H degrees were not reported in the assessment. MoSU reported the number of diverse students enrolled in STEM-H programs at both the undergraduate and graduate levels. The number of African Americans enrolled in STEM-H programs declined between 2010 and 2011 (from 42 to 37), while the number of Hispanics increased (from 18 to 20). The number of American Indian/Alaskan Native remained unchanged (three), and Native Hawaiian/Pacific Islander was not represented in STEM-H enrollment.

At the graduate level, enrollment increased by one for African Americans, as well as Hispanics. American Indian/Alaskan Native and American Indian/Alaskan Native were not represented in STEM-H graduate enrollment.

Student Transfer from KCTCS: The assessment report indicated that overall, MoSU noted an increase of seven in the number of students transferring from KCTCS in 2011. Transfers to MoSU included: four African Americans, one Hispanic (decrease of one), two American Indian/Alaskan Native, and remained unchanged (zero) for Native Hawaiian/Pacific Islander in 2010 and 2011. The report stated that several members from the campus leadership team met with the Ashland Community and Technical College to review processes and programs to determine how to best enhance the partnership between the schools to increase the number of students that transfer. Enrollment transfer counselors were also employed to increase student transfer to MoSU.

Workforce Diversity: The MoSU diversity plan includes four ethnic/racial groups for the three categories. The assessment report provides a summary for each of the groups and discusses progress made or areas that require attention.

Executive, Administrative, Managerial: MoSU noted only one racial group (African American/Black) was represented in this category. Their numbers remained the same from 2010 to 2011 (two). No other ethnic/racial group was represented in 2010 or 2011.

Faculty: According to the MoSU assessment, the number of African American/Blacks and American Indian/Alaskan Natives remained the same from 2010 to 2011, 19 and two, respectively. Hispanic/Latinos decreased in this category from 2010 to 2011 (from ten to nine).

Tenure: No information was provided that presented the tenure of diverse faculty members.

Professional Staff: Overall, MoSU noted a slight increase in this category. Two groups increased: African American/Blacks increased from 19 to 23 and Hispanic/Latinos from five to six. American Indian/Alaskan Native remained the same (one) from 2010 to 2011.

Retention of Workforce: No discussion was included that highlighted the retention of the MoSU workforce.

MoSU Board of Regents: The MoSU Board consists of one minority (African American) that serves as the chair of the Board.

CET/Campus Climate: MoSU included a CET report in their assessment that identified the members, listed goals/objectives, and the charge of the group. Information regarding the publication of meetings was also included. MoSU plans to implement a campus climate survey in 2013. MoSU listed four recommendations that were shared with the president and implemented in 2010-11. The assessment did not include a discussion of a methodology to determine the effectiveness of the CET.

Murray State University Diversity Plan Assessment

Executive Summary: The Executive Summary included a discussion of the strategies used to achieve the goals/objectives in the MuSU Diversity Plan. The MuSU assessment report includes four groups in both the student body and workforce discussions: African American/Black, Hispanic/Latino, Native Hawaiian, Pacific Islander, and Alaskan Native/Native American. Additionally, Asians are included in both the student discussion and the workforce diversity discussion. MuSU also serves a special population, which includes: Hispanic, Asian, Women, and Veterans. The MuSU Executive Summary is attached for your review.

Student Body Diversity: The MuSU assessment report included both a summary chart, as well as a narrative, that highlighted the enrollment progress at the undergraduate and graduate level in 2010 compared to 2011. Undergraduate enrollment increased from 8,429 to 8,664. The university noted growth in three of the four ethnic/racial groups: African American/Black (from 560 to 617), Hispanic/Latino (from 125 to 129), and Native Hawaiian/Pacific Islander (from 4 to 5). One group declined: American Indian/Alaskan Native (from 30 to 21). The report highlighted various programs to address an increased enrollment of students from diverse backgrounds:

- Somo Los Maximo
- CelebrAsian
- Sister II Sister
- Brother II Brother
- Black Student Council
- Women
- Student Disabilities

Growth was noted in two of the four ethnic/racial groups for graduate enrollment: African American/Black (from 133 to 141) and Native Hawaiian/Pacific Islander (from 1 to 2). Hispanic/Latino enrollment decreased (from 21 to 16), and American Indian/Alaskan Native enrollment remained the same (three).

Student Success: The assessment report discussed the retention rates for first to second year and from third to fourth year graduation rates and degrees and credentials awarded to the four groups in the MuSU diversity plan. The following programs were highlighted to address student enrollment/success:

- College Fairs
- Program Sponsorship
- Diversity Scholarships
- Counselor Luncheons
- Dessert Receptions
- Income Based Scholarships

- International Student Scholarships

Retention: Overall, the retention rates for first to second year decreased for three groups: African American/Black, American Indian/Alaskan Native, and Hispanic/Latino. Retention rates increased for one group: Native Hawaiian/Pacific Islander. The university noted fluctuations, again in third to fourth year retention rates: African American/Black (71.3 percent) and Native Hawaiian/Pacific Islander (80 percent) retention increased, while the retention of Hispanic/Latino remained the same during the same period (12 and zero, respectively). The following programs were highlighted to address student retention:

- Minority Graduate Fellowships
- 60/40 Graduate Assistance
- Office of Multicultural Affairs
- Emerging Scholars Institute
- ESI Advisory Board
- Murray Academic Achievers Program (MAAP)
- Find the Leader in You (FLY)
- Nursing Students of Color Mentoring Program
- Diversity Scholars Program
- HUMP Night
- Performing Arts Company

Graduation Rate: The report included a discussion of graduation rates for African American, Hispanic/ Latino, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander. MuSU noted a decrease in three groups: African American, Hispanic/ Latino, American Indian/Alaskan Native. One group (Hawaiian/Pacific Islander) was not represented in either year.

Degrees/Credentials Awarded: MuSU reported that degrees and credentials awarded to African Americans increased in 2010-11. Data was presented for 2009, in comparison to 2010. The most recent review period of 2011-12 was not reported.

STEM-H: The MuSU assessment included a discussion of the STEM-H initiatives to increase interest of students from diverse backgrounds. The report indicated that to data was provided because MuSU did not establish goals or objectives for this item in their diversity plan. The following programs were highlighted to assist with increasing diversity in STEM-H. They include, but were not limited to:

- McNair Scholars,
- Girls in Engineering,
- Cybercave,
- West Kentucky Girls STEM Alliance,
- Women in Telecomm,
- Adventures in Math and Science (AIMS),

- Gear Up,
- Society of Women Engineers, etc.)
- SREB Compact for Faculty Diversity Institute on Teaching and Mentoring.

Student Transfer from KCTCS: The report did not include a student transfer plan; however, MuSU noted that the institution will address transfer initiatives in the next phase of the diversity plan. The assessment report noted that the Transfer Center provided support services for student transfers.

Workforce Diversity: The assessment report included a summary chart that indicated that progress was made between 2010 and 2011. MuSU has seen progress in some areas, while others require attention to meet their 2015 goals. A summary chart was included to show the retention of diverse groups in the three categories.

Executive, Administrative, Managerial: MuSU noted a decrease in three groups from 2010 to 2011, in a summary chart: African American/Blacks and Hispanic/Latino (decrease of one each), and American Indian/Alaskan Native, and Hawaiian/Pacific Islander (zero represented in both areas in 2011). MuSU listed a program to address the underrepresentation of minorities in this category: The President's Minority Fund.

Faculty: The MuSU assessment report noted an increase in two groups from 2010 to 2011: African American/Blacks and American Indian/Alaskan Native. Two groups remained the same: Hispanics and Native Hawaiian/Pacific Islander (three and zero, respectively).

Tenure: No information was provided that presented the tenure of diverse faculty members.

Professional Staff: An increase in three groups was reported in 2011 compared to 2010 data: African American/Blacks, American Indian/Alaskan Native, and Hispanics. One group remained the same: Native Hawaiian/Pacific Islander (zero).

Retention of Workforce: The retention of the three groups in the workforce was not included in the MuSU assessment report.

CET/Campus Climate: The MuSU CET report was included in the assessment. Membership for the 2011 CET was listed, goals/objectives were identified, and the charge of the group was presented. Meetings are publicized for the campus community to participate. The CET made recommendations to the president in 2011-12. The President's Award for Diversity and Inclusion took place February 22; and Mr. S.G. Carthell was recognized at the Faculty Recognition Banquet.

MuSU Board of Regents: The MuSU Board consists of 10 whites and one African American.

Northern Kentucky University Diversity Plan Assessment

Executive Summary: The NKU Executive Summary discussed strategies used to achieve the goals/objectives in the campus based diversity plan, as well as information that highlights progress made in the four areas outlined in the statewide diversity policy. The assessment report includes a discussion of targets/goals for the ethnic/racial groups identified in the plan, and includes a narrative that shows NKU is on target to achieve their 2015 goals. Based upon NKU's area of geographical responsibility, the diversity plan focuses on two groups for both the student body diversity and workforce diversity: African-American and Hispanic/Latino. NKU also provides services and programs to other special groups on campus, including: International students, LGBT, low-income students, physically challenged students, and veterans. The NKU Executive Summary is attached for review.

Student Body Diversity: According to the assessment report, NKU has continued to improve in the area of student body diversity. While NKU noted an increase, overall, in diverse enrollment, undergraduate enrollment of African-American students declined from 857 in fall 2010 to 830 in fall 2011, while the Latino student population increased: 195 in 2010 and 230 in 2011.

The number of African-Americans enrolled in graduate programs increased from 2010 to 2011 (from 104 to 114). The Latino student population also increased: 27 in 2010, and 31 in 2011. The programs and strategies listed below were identified as assisting NKU with the recruitment and enrollment of diverse students:

- Educational Diversity Scholarships
- University Development
- NKU Office of Student Financial Assistance
- STRIVE Program
- Latino Student Affairs website
- Online college readiness guide in Spanish and English
- NKU Rocks
- Norse on the Go
- Multicultural View book
- Student Achievement Center
- Academic Prep Workshops
- Kroger Mentor Workshop
- Summer Computer Camp

Student Success: The NKU assessment report discussed the retention gap closures for first to second year and third to fourth year. The report also highlighted graduation rates and degrees and credentials awarded. NKU also introduced several efforts to increase student retention.

Retention: Both African American and Hispanic students showed progress, according to the NKU report. The combined number of African American and Hispanics increased for first to

second year retention, from 129 in 2010, to 175 in 2011. The data for third to fourth year retention noted that the African American and Hispanic students increased from 79 in 2010, to 90 in 2011.

The following initiatives and programs were identified as assisting with student retention:

- Student Retention Award
- Multicultural View book
- Student Achievement Center
- Academic Prep Workshops
- Kroger Mentor Workshop
- Summer Computer Camp
- Interactive Dashboard
- NKU Life

Graduation Rate: According to the NKU report, the six-year graduation rates for underrepresented minorities have nearly tripled in the past two years. The six-year graduation rate for African-American students increased from 11 percent to 29.7 percent between 2009 and 2010, and the rate increased in 2011 to 31.9 percent. Likewise, the six-year graduation rate for Latino students increased from 13.3 percent in 2009 to 16.7 percent in 2010 and to 31.6 percent in 2011. NKU reported that progress is being made towards their target to increase the graduation rate of African-American and Hispanic/Latino students by 2015.

Degrees and Credentials: The number of degrees and credentials awarded to African American and Hispanic students between 2010 and 2011 increased, from 115 to 117. Bachelor's degrees conferred to African-American students increased from 91 students in 2009-10 to 98 in 2011-12. The number of degrees conferred to Latino students increased from 18 to 19 during the same period.

STEM+H: The number of STEM-H degrees awarded to African American and Hispanic students increased from 20 in 2010-11, to 26 in 2011-12. The assessment stated that degrees and credentials in STEM-H fields were included in the NKU plan, with a total of 757 STEM+H degrees targeted for 2013-14. The performance metrics were also attached to areas of focus, and STEM+H degrees is a performance metric that informs activities under Focus Area 3, Scholarship and Public Engagement in the NKU Strategic Plan. NKU also included a list of initiatives to increase diverse representation in STEM-H:

- Project SOAR (Scholarships, Opportunities, Achievement, and Results)
- FORCE (Focus on Occupations, Recruiting, Community and Engagement)
- McNair Post-baccalaureate Achievement

Transfer: The number of African American and Hispanic undergraduate students that transferred from KCTCS to NKU declined between 2010-11 and 2011-12. A total of 51 African American and Hispanic students transferred in 2010, while 34 transferred in 2011.

NKU continues to work with potential transfer students in order to make improvements. The assessment report indicated that NKU collaborates with Gateway, and established the NKU/GCTC Transfer Action to implement the following initiatives:

- Identified and established core values for partnership
- Implemented new programs and services to meet student's needs
- Scheduled and held regular Transfer Action Team meetings
- Established daily communications with near immediate response time via email and phone between staff members at both institutions
- Identified specific goals and tasks that needed to be completed, set deadlines for completion, and accomplished goals and tasks.

Workforce Diversity: The NKU diversity plan includes two groups in workforce diversity: African American and Hispanic. The assessment report provides a summary for each group and discusses progress made, or areas that require attention, under each of the three job classifications. The following strategies were identified to increase workforce diversity:

- Faculty Subcommittee
- Human Resources
- Diverse Issues in Higher Education
- NKU's Special Advisor to the President
- Mentoring Programs for all new hires in several departments:
Political Science, Criminal Justice, and Music
- President's Campus Diversity Taskforce

Executive, Administrative, Managerial: NKU noted an increase of one in the number of African American/Blacks and Hispanic/Latinos in this category between 2010 and 2011. The report indicated that the university continues to work toward improving the number of diverse executive/administrator/managerial staff.

Faculty: The number of African American/Black and Hispanic/Latino faculty decreased between 2010 and 2011, from 35 to 29. The report indicated that NKU continues to work toward improving the number of diverse faculty. The report also acknowledged: minority faculty need support systems, if they are to be successful. The campus survey results identified four factors that NKU must focus on: racial & ethnic tension; academic environment; individual creativity; and respect in the classroom and on campus. The assessment report indicated that a follow-up to the findings of the survey included a discussion by Dr. Yong Zhao: "World Class Education: Educating Creative and Entrepreneurial Students. A second lecture by Dr. Courtland Lee will take place on March 19, 2013 with the topic: "Embracing Diversity: The Challenges and Opportunities of an Inclusive Educational Community." The university will implement the recommendations and suggestions from both of the outside experts.

Tenured Faculty: The NKU assessment report highlighted the total number of full-time, tenured faculty who are African-American or Latino, and indicated a decrease occurred: 16 in 2010-11 to 14 in 2011-12. Programs and strategies were identified to address the tenure for diverse groups. See lecture information above.

Professional Staff: The assessment report indicated that African American/Black and Hispanic/Latino professional staff declined from 2010 to 2011, from 27 to 23. The report stated that NKU continues to work toward improving the number of diverse professional staff; however, specific strategies were not identified. See lecture information above.

Retention of Workforce: NKU noted a decrease in the retention of their diverse workforce. The assessment report indicated that the total number of underrepresented minorities within professional, faculty, and executive/administrative/managerial positions who were retained from 2009 to 2010 was 77. The workforce retention for this group totaled 65 from 2010 to 2011. The report indicated that NKU works diligently toward improving the number of diverse professional staff..

NKU Board of Regents: The Board consists of two diverse members. In 2011, the Board included one African American and one Hispanic/Latino.

CET/Campus Climate: The CET report was included in the NKU assessment. The report contained a list of members, goals/objectives were identified, and the charge of the group was presented. Meetings are publicized through the website, and campus climate survey results are located on the website.

University of Kentucky Diversity Plan Assessment

Executive Summary: The executive summary provides a comprehensive discussion of the University of Kentucky's Strategic Plan and unites it to the institution's diversity plan. The UK assessment report identifies the four areas highlighted in the statewide policy, and introduces ethnic/racial groups that are included in the UK diversity plan. Based upon their area of geographical responsibility, two ethnic/racial groups were included in discussions of student body diversity: African American/ Black and Hispanic/Latino. The diversity assessment report included three groups in discussions of workforce diversity: Asian, Women, and All Minorities (including African American/Black). UK included a special focus on various groups outside of the four areas in the policy: LGBT, Black Male, Veterans, Disabilities, Latinos, and students in the Robinson Program. The UK Executive Summary is attached for your review.

Student Body Diversity: The UK assessment report highlighted undergraduate and graduate student enrollment from 2010, in comparison to 2011, for two ethnic/racial groups, based upon their area of geographical responsibility: African American/ Black and Hispanic/Latino. UK met the goal for undergraduate enrollment: Undergraduate enrollment increased by 57

for African Americans and by 79 for Hispanics. At the graduate level, enrollment decreased by 11 for African Americans and by 11 for Hispanics.

The following UK initiatives and strategies were introduced to address student enrollment:

- Come See Blue for Yourself
- First Scholars
- Office of International Affairs (OIA)
- Special Emphasis Groups (example: MANNRRS)
- General Information Sessions
- Recruitment Fairs

A total of 832 contacts were made by these initiatives. A new feature UK added is “Group Chats.” The chats will allow Graduate School administrators to speak with students virtually anywhere in the world utilizing computer technology. The graduate school also sponsored a mini-retreat and collaborative, implemented a FACEBOOK page, and introduced a Cross-Cultural Committee. Additionally, UK highlighted community engagement initiatives that include:

- Graduate Student Diversity Advisory Committee
- Gallery Hop
- IRAQI Initiative- Iraqi English as a Second Language (ESL) Program
- Partnering with SENSA – South American educational initiative

Student Success: The UK assessment report discussed retention gap closures for the first to second year, and third to fourth year. The report also highlighted graduation rates and degrees and credentials awarded. UK introduced several efforts to increase student retention; for example, the Living Learning Community (LLC). The program is open to all first generation students, and has a 95 percent retention rate, compared to all of UK’s first generation students (74 percent retention rate).

Retention: Both minority groups showed considerable progress, according to the report. The African American student retention rate was 80.9 percent, while the Hispanic rate was 77.3 percent for first to second year retention, an increase from the previous year. The data for third to fourth year retention indicated that the African American student retention rate was 58.6 percent, while the Hispanic rate was 63.6 percent.

Various programs have been implemented to address student retention at UK:

- CARES Center
- CATalyst
- SSS/First Scholars
- Majestic UNITY-Women of Color Empowerment Group

Graduation Rate: The assessment highlighted the 2000-2005 cohorts. According to the report, UK anticipates increasing the sixth year graduate rate to 64 percent. UK acknowledged that fiscal constraints from budget reductions will make the plan targets difficult to achieve. UK's overall graduation rate was reported at 59.7 percent. The graduation rate for African Americans was 56.8 percent, while the Hispanic rate was 70.6 percent (UK reported that Hispanic/Latino student data fluctuates, due to the fewer number of students in this group).

Degrees/Credentials Awarded: The UK assessment report indicated that while there have been overall increases in degree production there has been limited progress in graduating undergraduate students of color. African Americans were awarded 203 degrees in 2010, compared to 196 in 2011. Hispanics were awarded 47 degrees in 2010, compared to 50 in 2011.

STEM-H: The UK assessment included a discussion of STEM-H degrees awarded to African Americans and Hispanics in 2010 in comparison to 2011. The number of degrees awarded to African Americans decreased (from 39 to 36), while those awarded to Hispanic/Latino remained the same (10 in both 2010 and 2011). Areas identified to address this issue include:

- Creation of a new department in UK's College of Education- STEM Education.
- Increase number of degrees that prepare (Edc) teachers in STEM disciplines to 1,300.

Student Transfer from KCTCS: The assessment highlighted student transfers from KCTCS to UK. Overall an increase was reported. UL reported that diverse student transfer increased in two groups (African American and Hispanic) and remained the same in two groups (American Indian/Alaskan Native and Native Hawaiian/Pacific Islander), from 2010 to 2011. African American transfers increased from 34 to 37; Hispanic transfers increased from 13 to 20.

The following programs were highlighted to address student transfer:

- BCGCblue+ Program
- Enrollment Management
- APEX - a degree audit system

Workforce Diversity: The UK diversity plan includes several groups in their workforce: Women, All Minorities (including African American/Black), and Asian. The assessment report provides a summary for each of the groups and discusses progress made or areas that require attention, under each of the three job classifications.

Executive, Administrative, Managerial: UK reported an increase in African American/Blacks (from 27 to 28) in this category, as well as an increase in Women (from 237 to 242). Overall, the university reported that they were able to retain the number and proportion of female and minority in the executive, administrative, and managerial positions, despite the lack of growth.

Faculty: The All Minority faculty group increased (from 383 to 422), African American/Blacks remained constant in this category (90), from 2010 to 2011. The College of Medicine noted an increase in African American faculty (from 8 to 12). The number of women faculty also increased (from 774 to 820).

Tenure: UK reported 1,180 tenured faculty in 18 colleges and 150 academic departments in 2010-11: a total of 158 minority faculty were tenured and 45 African American/Blacks. In 2011-12, UK reported 1,204 tenured faculty in 18 colleges and 153 academic departments. The number of tenured minority faculty increased to 181: 42 African American/Blacks were tenured, a decrease of three from the previous year. The most notable increases that occurred between 2010 and 2011 were the College of Medicine (nine) and the College of Arts and Sciences (eight), according to the assessment report. Budget cuts and staff reductions were attributed to the limited number of faculty searches/hires.

UK highlighted several initiatives to recruit diverse faculty members:

- SREB Doctoral Scholars Program Institute on Teaching and Meeting
- GEM Consortium
- UK hosted a GRAD Lab in partnership with the GEM Consortium

Professional Staff: The assessment report indicated that this category consists of sub-groups. UK identified four groups under this heading: professional health, professional administrative support, professional student support, and professional technical support.

The total number of employees in the professional health category increased from 1,298 in 2010 to 1,334 in 2011. All groups increased, with the exception of African Americans/Blacks. Women totaled 1,064 in 2010 and increased to 1,086 in 2011; all minority employees increased from 79 to 84, while African American decreased from 42 to 39.

The number of employees in the professional administrative support category increased from 1,485 in 2010 to 1,531 in 2011. All groups increased: African Americans increased from 55 to 56; women totaled 971 in 2010 and increased to 1,002 in 2011; all minority employees increased from 108 to 115.

Employees in the professional student support category increased from 436 in 2010 to 455 in 2011. All groups increased: African Americans increased from 54 to 58; women totaled 276 in 2010 and increased to 277 in 2011; all minority employees increased from 64 to 69.

Employees in the professional technical support category increased from 834 in 2010 to 850 in 2011. All groups increased with the exception of African Americans. African Americans decreased from 16 to 12; women totaled 294 in 2010 and increased to 311 in 2011; all minority employees increased from 156 to 166.

UK Board of Trustees: The Board consists of 16 members. In 2010 the board included: 14 male, six female, and three African Americans; in 2011 the board included: 14 male, 6 female, and 2 African Americans.

CET/Campus Climate: The UK CET report was included in the assessment. The names of the members were listed, goals/objectives were identified, and the charge of the group was presented. Meetings are publicized on the UK-NOW website. The UK assessment report identified six recommendations in 2011-12 that will guide the work of the Equal Opportunity Panel (EOP). And finally, diversity programs, services, and strategies were identified in the UK assessment report that highlighted a variety of initiatives including the following:

- Office for Institutional Diversity (OID)
- College of Design
- College of Agriculture
- College of Health Sciences
- College of Dentistry
- College of Pharmacy
- College of Public Health (CPH)
- College of Fine Arts
- Vice President for Research
- Gatton College of Business and Economics
- College of Nursing
- College of Law
- College of Education
- College of Medicine

The UK assessment concluded with a statement that confirms their commitment to the compelling interest in the educational benefit of diversity.

University of Louisville Diversity Plan Assessment

Executive Summary: The University of Louisville Executive Summary offered a very thorough and comprehensive description of strategies used to achieve the goals/objectives presented in their plan. The report included a descriptive narrative that highlighted progress made in the four areas outlined in the UofL diversity plan, including challenges that the university confronts, and identified the ethnic/racial groups based upon their area of geographical responsibility in discussions of student body diversity: African American/ Black and Hispanic/Latino. The diversity assessment report included three groups in discussions of workforce diversity: African American/ Black, Hispanic/Latino, and Asian.

The University focuses on special groups outside of the four areas in their plan: LGBT, globalization/international affairs, veterans/military services, community engagement, low

income, and environmental sustainability. The UofL Executive Summary is attached for your review.

Student Body Diversity: The UofL assessment report discussed both the undergraduate and graduate enrollment. The university noted an increase of 180 undergraduate students from diverse backgrounds between 2010 and 2011. Both the African American and Hispanic/Latino populations increased in enrollment. African American enrollment increased by 172, while Hispanics increased by eight. A variety of programs were identified that serve as undergraduate recruitment/enrollment initiatives, for example:

- African American Male Initiative (AAMI)
- Academic Engagement, Mentoring Support, Peer Connections, Student Involvement
- Early Arrival Program
- Hispanic/Latino Initiative
- REACH
- TRIO
- Writing Center
- Louis Stokes Alliance for Minority Participation (LSAMP) Scholars
- National Society of Black Engineers (NSBE)
- Student Government Association
- Association of Black Students
- Think College Now
- Up Close and Personal
- USHR
- Cardinal Covenant
- Porter Scholars
- INSPIRE
- Minority Recruitment Project

The number of diverse students enrolled in graduate and professional programs has also increased. Between 2010 and 2011, the number of African American students enrolled in graduate programs increased by 19, and the number of Hispanics increased by 21. Multiple strategies were identified that assisted with the increase:

- The School of Graduate and Interdisciplinary Studies (SIGS)
- The Southern Regional Education Board (SREB) Doctoral Scholars Program
- Minority Fellowships
- Visitation Day
- Graduate Teaching Academy
- Professional Development Workshops
- Medical School Summer Medical/Dental Enrichment Program (SMDEP)
- Black Biomedical Graduate Student Organization (BBGSO)
- Black Law Student Association (BLSA)
- Student National Medical Association (SNMA)

- Student National Dental Association (SNDA)

Student Success: The UofL assessment report indicated that the institution is committed to student success and closing the achievement gap. Preliminary data suggests that the university is on target to achieve its goal of increasing student success and closing the gap.

Retention: Retention goals for first to second year African American and Hispanics were achieved from 2010 to 2011. UofL reported that African Americans had the highest first to second year retention rate with 82.3 percent; the Hispanic retention rate was 80.4 percent.

UofL also reported an increase in the second to third year retention rates of African American and Hispanics from 2010 to 2011. African Americans were retained at a rate of 82.4 percent, while the Hispanic retention rate was 83.6 percent.

Graduation Rate: The assessment report indicated that UofL noted an increase in African American and Hispanic/Latino student success and a decrease in the achievement gap when compared to White students. The preliminary data for academic year 2011-2012 also indicate that the university increased the number of undergraduate degrees awarded to African American and Hispanic/Latino students.

Degrees/Credentials Awarded: UofL reported an overall increase in the number of degrees awarded to African American and Hispanic/Latino in 2010 (351 degrees) compared to 2011 (359 degrees). African Americans saw a slight increase in the number of degrees awarded in the period of review (294 in 2010 and 281 in 2011). Hispanic/Latino experienced an increase (57 in 2010 and 78 in 2011).

UofL credited various strategies to increase the number of degrees awarded:

- African American Male Initiative
- The C.O.N.E.C.T.
- Porter Scholars
- Built 2 Graduate (B2G)
- Office of Resources for Academic Achievement (REACH)

STEM-H: The UofL assessment included a discussion of the STEM-H enrollment of diverse groups in 2010 in comparison to 2011, in both undergraduate and graduate programs. The report also includes a discussion to increase the number of STEM-H degrees awarded.

The number of both African Americans and Hispanic/Latino enrolled in STEM-H programs increased at the undergraduate level. African American enrollment increased by 38, while Hispanics increased by three. African Americans and Hispanic/Latino also saw an increase in enrollment at the graduate level. African Americans increased by five, while Hispanics increased by three.

While the number of students of color in STEM+H has increased at both the graduate and undergraduate levels, the report indicated that UofL pays special attention to increase the number of STEM+H degrees awarded to students of color. The following programs were highlighted:

- INSPIRE (Increasing Student Preparedness/Interest in the Requisites for Engineering)
- The Louis Stokes Alliance for Minority Participation (LSAMP)
- Undergraduate Research
- Math Resources Center
- Onsite Virtual Math Center
- Online Virtual Math Center
- ADVANCE
- The Calculus Preview Program in Mathematics

The programs listed above represent the best practices offered by UofL and have proven to be effective in increasing the number of STEM+H degrees awarded to students of color.

UofL also reported that student organizations help recruit/retain students in the health areas. These organizations include the Black Biomedical Graduate Student Organization (BBGSO), Student National Dental Association (SNMA), and Student National Dental Association (SNDA). The student organizations provide a support system which is beneficial to students in completing their degrees.

Transfer: Overall, the number of transfers reported by UofL decreased by seven from 2010 to 2011. The number of African Americans transferring increased by 24, while the number of Hispanic and white transfers increased by five and 12, respectively.

UofL identified initiatives that will assist in increasing the number of students that transfer, for example the University of Louisville Transfer Program (ULtra) that partners with the Jefferson Community and Technical College (JCTC) in downtown Louisville and the Southwest Campus.

Workforce Diversity: The UofL summary chart included a breakdown of four racial/ethnic groups for workforce diversity. The university is on target to achieve their 2015 goals, according to the report.

Executive, Administrative, Managerial: UofL noted a decrease in the number of African American/Blacks in this category; however, they reported an increase in the percentages, due to the classification of numbers from 2010 to 2011. Hispanic/Latinos were not represented in this category in 2010 or 2011. Several strategies were identified to increase diversity:

- HERS
- NCORE

- Search Firms

Faculty: Ethnic/Racial faculty totaled 23 percent of the UofL workforce. Overall, UofL saw an increase in the number of diverse faculty members employed from 2010 compared to 2011. The number of African Americans increased from 126 to 131, while the number of American Indian/ Alaskan Native remained the same (two), and the number of Hispanic declined from 50 to 47.

The report noted that minorities continue to be underrepresented in various disciplines, and the university is working to address this issue. Several strategies are used to recruit more minorities in faculty positions:

- Advertisements in diverse publications
- SREB Doctoral Scholars Program Data Directory
- Mentoring programs to assist with tenure/promotion
- Participation in research/diversity conferences

Tenured Faculty: UofL administrators indicated that from fall of 2010 to the fall of 2011, a total of 153 faculty of color were tenured: 32 percent of the 131 African American faculty are tenured; 46.8 percent of the 47 Hispanic/Latino are tenured; and 37 percent of the 238 Asian American faculty are tenured. The assessment indicated that faculty figures are not broken down by departments, but is worth noting that over 30% of faculty are tenured for each racial/ethnic group.

Professional Staff: The assessment report indicated that all ethnic/racial groups increased in this category, from 2010 to 2011. Diverse groups, in this category, consist of 22.5 percent of the UofL workforce.

Retention of the Workforce: UofL reported that from 2010 to 2011, only African Americans and Asians were represented as people of color in the EAM category; all 10 African Americans were retained and one additional Asian was hired in 2011. The number of faculty who were not retained from 2010 to 2011 was higher than anticipated, according to the assessment report. UofL reported that most of those who were not retained were employed in non-tenure-track positions.

The assessment report indicated that staff of color are not retained for a number of reasons, including retirement and finding positions with higher salaries. The report stated that attention is paid to the number of staff who leave due to a reduction in force (RIF) to ensure that staff of color are not disproportionately affected. UofL also noted that the number of faculty in tenure-track positions has implications for retention. The data show that faculty in term or non-tenure positions are likely not to be retained. These numbers range from eight (8) to seventeen (17). Furthermore, UofL indicated that these terms, non-tenure positions were not intended to be long-term faculty. And, bringing in new faculty with new ideas and pedagogies has had a positive impact on teaching and learning. The assessment report

indicated that UofL continues to hire more faculty than those who leave; the only exception was Hispanic/Latino faculty in 2011. For example, 17 African American faculty left, but 22 new faculty were hired.

UofL Board of Trustees: The composition of the UofL Board of Trustees is a part of workforce diversity, according to the assessment report. Currently there are seventeen (17) members on the Board of Trustees. Two (2) are African American, one of which is the Chair of the Board.

CET/Campus Climate: The UofL CET report included a list of members, goals/objectives were identified, and the charge of the group was highlighted. Meetings are publicized through the campus-wide UofL Today. Community leaders are also invited to participate. Several recommendations were made in 2010-11:

- Bias Incident Response Team (BIRT) notified CODRE of concerns of students.
- CODRE recommended that African American Program funds be continued.
- CODRE recommended that people of color be considered for interim positions.
- CODRE recommended that people of color be included in search committees.

The Commission on Diversity and Racial Equality (CODRE) monitors and assesses the university and unit efforts to develop and implement plans that enhance and promote inclusion, equity, and campus diversity. Additionally, performance measures and the process for evaluation of the CODRE were identified.

The UofL assessment also reiterated their commitment to focus on special groups outside of the four in the statewide diversity policy: Globalization and International Affairs, LGBT Services, Veterans/Military Services, Support to Low-Income Students, Community Engagement, and Sustainability.

Western Kentucky University Diversity Plan Assessment

Executive Summary: The Executive Summary offered a meaningful discussion of the strategies used to achieve the goals/objectives in the WKU Diversity Plan and provides information that highlights the progress made in the four areas outlined in the statewide diversity policy. The report includes a discussion of four ethnic/racial groups, based upon their area of geographical responsibility in discussions of student body diversity: African American/Black, Hispanic/Latino, Native Hawaiian, Pacific Islander, and Alaskan Native/Native American. The diversity assessment report also includes the four ethnic/racial groups in discussions of workforce diversity: African American/Black, Hispanic/Latino, Native Hawaiian, Pacific Islander, and Alaskan Native/Native American. Additionally, Asians are included in both the student discussion and the workforce diversity discussion. WKU highlights six special areas/groups that are served outside of the four groups listed in the diversity policy: international, disability services, veterans, socioeconomic, Asian, and two or more races. The WKU Executive Summary is attached for your review.

Student Body Diversity: The WKU assessment report provided both a summary chart, as well as a narrative, that highlighted the enrollment progress at the undergraduate and graduate levels. WKU reported that the institution is one of the fastest growing public universities in Kentucky, with total enrollment climbing 44 percent from 14,543 in Fall 1997 to 21,048 in Fall 2011. Undergraduate enrollment increased in 2011 compared to 2010. The university noted growth in three of the four ethnic/racial groups: African American/Black (from 1,941 to 1,944), American Indian/Alaskan Native (from 42 to 47), and Native Hawaiian/Pacific Islander (from 6 to 15). One group saw a decline: Hispanic/Latino (from 329 to 328).

Growth was noted in each of the four ethnic/racial groups for graduate enrollment: African American/Black (from 218 to 235), American Indian/Alaskan Native (from 7 to 10), and Native Hawaiian/Pacific Islander (from 0 to 1), and Hispanic/Latino (from 40 to 45). The report highlighted initiatives that would be implemented to meet the goals listed in their plan.

Student Success: The assessment report discussed the retention rates for first to second year, and from third to fourth year graduation rates and degrees and credentials awarded to the four groups in the diversity policy. WKU noted that their recently implemented stringent admission requirements will lead to increased retention rates and graduation rates.

Retention: Overall, the retention rates for first to second year decreased for two groups: African American/Black, American Indian/Alaskan Native. Retention rates increased for two groups: Native Hawaiian/Pacific Islander and Hispanic/Latino during the same period. The University also noted fluctuations, again in third to fourth year retention rates: African American/Black and Native Hawaiian/Pacific Islander decreased, while the retention of American Indian/Alaskan Native and Hispanic/Latino increased. The assessment report noted that data for Fall 2011 to Fall 2012 were not available for the one year retention rate at the time of this report since rates include a 2 year review. Therefore, 2010-2011 (Fall 2005 cohort) is the latest year of available retention rates for the one year retention rate. For the two year retention rate, the latest available rate is for Fall 2009 to Fall 2010.

Graduation Rate: The report highlighted the 2005 cohorts. Based upon the assessment, WKU reported that actual graduation rates for African American, American Indian/Alaskan Native, and Asian/Pacific Islander students fell short of the projected rates for this cohort. WKU's overall graduation rate was reported at 49.7 percent. WKU noted that the graduation achievement gap between African American and White students is almost 20%, and reported that the university work assiduously to reduce this unacceptable finding.

Degrees/Credentials Awarded: WKU reported that African Americans noted an increase in degrees and credentials awarded during this review period. Three groups saw a slight increase: American Indian/Alaskan Native, Hawaiian/Pacific Islander, and Hispanic/Latino. WKU reported that based on the data provided, three of the 2010-2011 goals were met (for Black, Asian/Pacific Islander and Hispanic racial/ethnic groups). For 2011-2012, two of the groups met the target goal (Asian/Pacific Islander and Hispanic).

STEM-H: The WKU assessment included a discussion of the STEM degrees awarded to minority groups in 2010 in comparison to 2011. Several groups noted an increase in the STEM degrees awarded. One group saw a decrease. The report indicated that for degrees earned in the STEM fields between the 2005-2006 academic year and the 2011-2012 academic year, there was an 86.9% increase for African Americans; a 70% increase for Asians; a 70.5% increase for Hispanics; and a 75% increase for American Indian/Alaska Native. The following increases were highlighted: American/Black (from 32 to 43 degrees), American Indian/Alaskan Native (from 2 to 4 degrees) and Hispanic/Latino (from 14 to 17 degrees).

Student Transfer from KCTCS: The report highlighted student transfers from KCTCS to WKU. Diverse student transfer increased in several groups between 2010 and 2011: American/Black (from 42 to 48), American Indian/Alaskan Native (from 2 to 4) and Hispanic/Latino (from 13 to 19). Goals for transfer were not included in the original WKU diversity plan.

Workforce Diversity: The assessment report includes a discussion of progress made between 2010 and 2011. WKU reported that the University is committed to enhancing the diversity of its faculty and staff and building a diverse institution. Two programs were highlighted to address the underrepresentation of diverse faculty: Visiting Minority Fellowship Program and the Minority Post-Doctoral Research Fellowship. WKU has seen progress in some others, while others require attention to meet their 2015 goals. A summary chart was included to show the retention of diverse groups in the three categories.

Executive, Administrative, Managerial: WKU noted an increase in African American/Blacks in this category (from 12 to 14) and a decrease of two Hispanics (from 3 to 1) from 2010 to 2011. Overall, WKU noted an increase of four individuals in this category. The report indicated that there was marginal increase in the number of Black/African Americans and a slight reduction in the number of Asians in the executive/administrative/managerial category from fall 2010 to fall 2012.

Faculty: An increase in each of the groups was reported in 2011 compared to 2010 data. WKU noted an overall increase of nine individuals in this category. WKU reported that overall, there has been an increase in the total number of racial/ethnic minority full-time faculty since the fall 2010 semester. One group was reported to increase Black/African American (43 to 44), while one, Hispanic/Latino remained the same (15), and one declined, American Indian/Alaskan Native (from 6 to 5) in 2010 compared to 2011 data.

Retention of Faculty: WKU reported an increase in faculty members for three groups: African American/Black (35 retained in 2010, and 38 in 2011), Hispanic/Latino (12 retained in 2010, and 13 in 2011), and American Indian/Alaskan Native (4 retained in both 2010, and 2011). No additional narrative was provided.

Professional Staff: African American/Blacks and Hispanic/Latinos decreased in this category, from 2010 to 2011. American Indian/Alaskan Native did not change. WKU noted an overall

decrease of two individuals in this category. The assessment report noted that the number of professional staff (non-faculty) has slightly increased for Black/African Americans, Hispanic and Biracial/Multiracial categories. The report cited a slight decrease (four) in the total numbers from the fall 2010-2011 semester and an increase in the racial/ethnic groups (six) in fall 2011-2012.

Tenure: The assessment report indicated that the number of African American/Black faculty increased each year since fall 2006, and the percentage of tenured faculty increased from 45.2 percent in fall 2010 to 47.7 percent in fall 2012. The number of Asian faculty increased each year since fall 2008, and the percentage of tenured faculty increased from 30.2 percent in fall 2009, to 41.0 percent in fall 2012.

Finally, the number of White faculty decreased from fall 2008 to fall 2010, and increased by 16 in fall 2011 and fall 2012. The percentage of White tenured faculty increased from 45.3 percent in fall 2008 to 50.8 percent in fall 2012. WKU reported that the difference in the percentage of tenured faculty between White and African American faculty is 3.1 percent. The report did not include tenured Hispanic.

CET/Campus Climate: The CET report was included in the assessment. The members of the WKU CET were listed, goals/objectives identified, and the charge of the group was presented. Meetings are publicized through website and the Campus Climate Survey results can also be viewed via the website. The assessment included recommendations that were made in 2011-12.

WKU Board of Regents: The WKU board consists of 10 Whites and 1 African American.

A PowerPoint presentation will be presented at the March 25 CEO meeting that will display institutional progress, as well as areas that may require attention to meet their 2015 goals.

The Institutional Equal Opportunity Representatives will be available to provide additional information regarding their diversity plan assessment or to answer questions the CEO members may have.

Staff preparation by Rana Johnson